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ABSTRACT

This document is the second in a series of evaluation reports by the Research and Development Center for Teacher Education at the University of Texas at Austin, assessing the state of teacher centering in Texas and the effects of the University of Houston's Project on School-Based Teacher Educators (SBTE), initiated to create a network of teacher centers in Texas to develop competency-based training materials and a credentialing system for school-based educators. In the present evaluation, questionnaires (mailed to the same individuals queried in the previous survey) solicited information on (1) on-going activities of Texas teacher centers affecting the SBTE project's goals; (2) extent of dissemination and diffusion of SBTE concepts and products; (3) their rate of dissemination and diffusion; and (4) the state of networking among Texas teacher centers, especially with respect to the SBTE innovations. The data obtained serves to inform future decision-making by SBTE project staff and indicates to what extent the objective of involving teacher centers in an SBTE network are being met. The general conclusion is that the SBTE project has been so far successful in the development and use of diffusion strategies. (Authors/MJB)

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TEXAS TEACHER CENTER ACTIVITIES AND NETWORKING WITH SPECIAL ATTENTION TO SCHOOL-BASED TEACHER EDUCATOR (SBTE) ACTIVITIES: PART II

Susan F. Loucks and Gene E. Hall

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Procedures for Adopting Educational Innovations Project
Research and Development Center for Teacher Education
The University of Texas at Austin

The Research and Development Center for Teacher Education was established on the campus of the University of Texas at Austin in 1965, to design, build and test effective products to prepare teachers for careers in the nation's schools.

A staff of more than 100 are engaged in projects ranging from basic research into effective teaching behavior, through development of special counselor training strategies, to the development, implementation and evaluation of a complete and radically different undergraduate teacher education program.

The Center's major program, the Personalized Teacher Education Program, has its roots in teacher personality research dating back to the mid-Fifties. This early research, which demonstrated how teacher's personalities and classroom behavior correlate with success in their teaching careers, has led to the development of a large group of products which help education facilities become aware of student teachers' individual needs. The program also has produced products for student teachers' use, to help them build on their strengths.

The completely modularized program is currently in field test and/or use at more than a dozen important teacher education institutions nationally.

In addition to the PTEP, the Center also supports other projects in educational evaluation, development of strategies for implementing institutional change, and in consultation techniques for helping teachers plan individualized programs for children.

The Center's work is supported by the National Institute for Education and by the University of Texas System, as well as through contract research and development programs for public agencies.

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TEXAS TEACHER CENTER ACTIVITIES AND NETWORKING WITH SPECIAL ATTENTION TO SCHOOL-BASED TEACHER EDUCATOR (SBTE) ACTIVITIES: PART II

Susan F. Loucks and Gene E. Hall

INTRODUCTION

This document is the second in a series of evaluation reports by the Research and Development Center for Teacher Education at the University of Texas at Austin that serve to assess the state of the scene of teacher centering in Texas. This study is also designed in part to monitor and assess the effects of the University of Houston's Project on School-Based Teacher Educators (SBTE), supported by the Fund for the Improvement of Post-Secondary Education.

The SBTE Project was initiated to create a network of teacher centers in Texas to develop competency-based training materials and a credentialing system for school-based teacher educators; in large part this study was designed to provide formative data to project staff for decision-making and to collect information about the effect of the project on educators and education in Texas. The initial evaluation report (Hall, Loucks, & George, 1975) provided baseline information for SBTE project staff before the project actually became public. This information, solicited from members of teacher centers across Texas, in

September 1975, included a description of teacher center operations and activities, an indication of what activities were underway in teacher centers regarding training and credentialing of supervising teachers, and the extent of communications and "networking" between teacher centers.

In April 1976, after months of SBTE project activity, the R&D Center staff again surveyed teacher center members throughout Texas. The present evaluation report is the result. The report seeks to provide (1) more in-depth and updated information about teacher center operations and activities, indicating any changes that have taken place since the previous survey, and (2) an indication of the extent to which individuals and teacher centers have become knowledgeable about and involved in the activities of the SBTE project. This data will serve to inform future decision-making by SBTE project staff and indicate to what extent the objectives of involving teacher centers in an SBTE network are being met.

PROCEDURES

Evaluation Questions

The evaluation questions for the second report are an integration of the initial assessment questions responded to in the first evaluation report (see Appendix A for detailed discussion) and the on-going evaluation questions delineated in the February 10, 1976, outline of project goals, activities, evaluation and research (Appendix B). Four major questions were asked and are discussed herein:

1. What are the on-going activities and operations of Texas teacher centers which may have an effect on the SBTE project's objectives?
2. What is the extent of dissemination and diffusion of SBTE concepts and products?
3. What is the rate of dissemination and diffusion of SBTE concepts and products?

4. What is the state of networking among Texas teacher centers, especially with respect to the SBTE innovations?

Instrumentation

As in the first survey, a questionnaire was used to gather information from members of Texas teacher centers (see Appendix C). The questionnaire contained many of the same questions asked previously in an effort to monitor any changes that took place. Other questions were added to provide more in-depth information about recent events and SBTE project activities. Again, the questionnaire was critiqued by members of the SBTE staff and Tom Ryan of TEA to be certain all necessary information was collected.

Survey Sample

Questionnaires were sent to the same 513 individuals who were sent the previous questionnaire. Names of these individuals had been solicited from individuals on the official TEA list of teacher center contact people. Of the 513 questionnaires mailed for the Spring 1976 study, 211 (41%) were returned. One hundred fifty-eight of these 211 (75%) had returned questionnaires previously. Figure 1 indicates where questionnaire respondents were located. Appendix D lists the teacher centers and number of individuals whose responses focused on each center.

Demographic data gathered by the questionnaire indicates that 22% of those who responded were involved with more than one teacher center, and 3% were involved with four different ones. This is similar to the 25% (with one teacher center) and 5% (with four) sampled by the previous questionnaire. Respondents to the present questionnaire averaged more years with their teacher center than those who responded to the previous questionnaire:

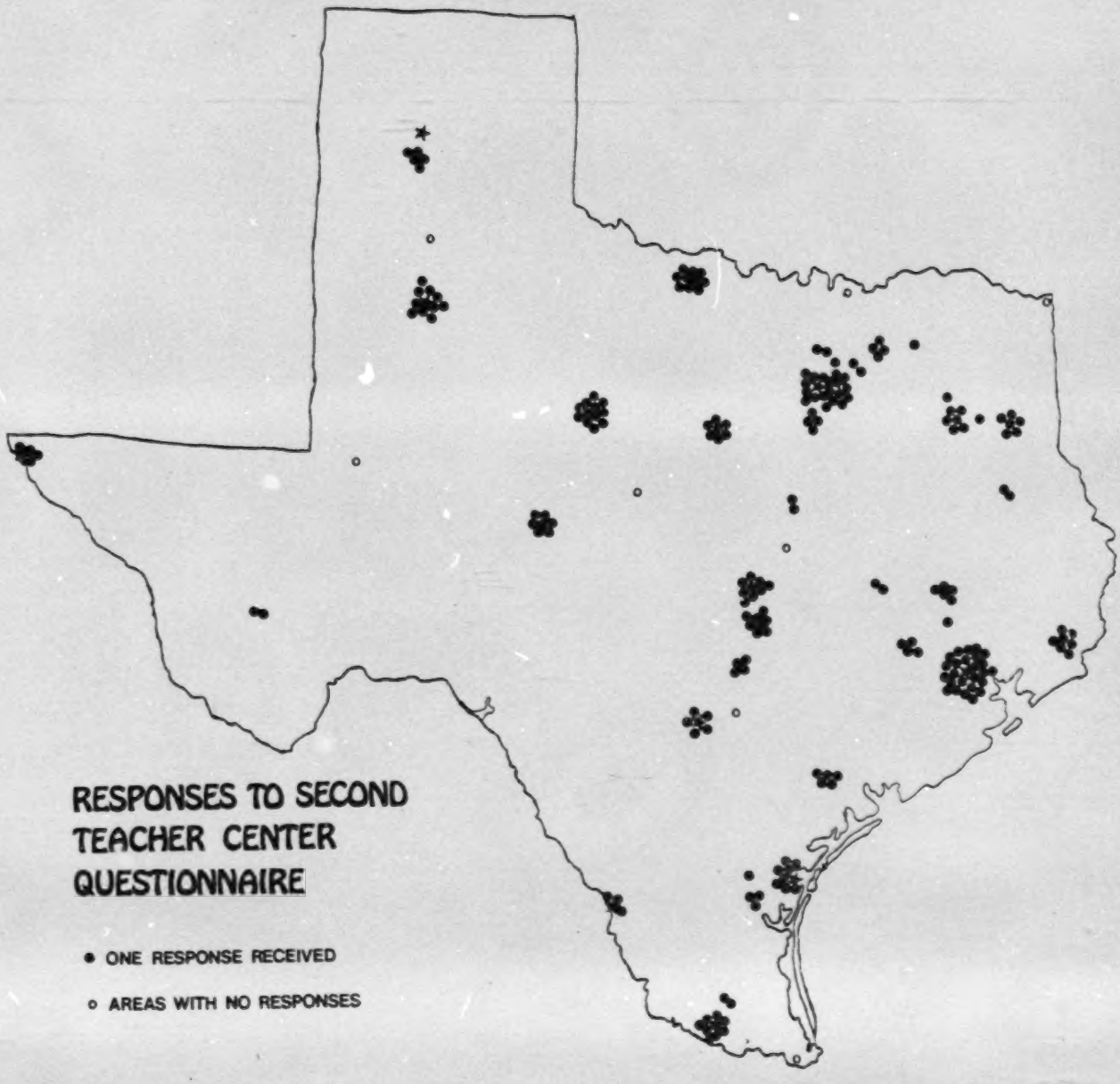

RESPONSES TO SECOND
TEACHER CENTER
QUESTIONNAIRE
• ONE RESPONSE RECEIVED
o AREAS WITH NO RESPONSES

FIGURE 1.

	1st Questionnaire	2nd Questionnaire
less than one year	7%	2%
1-2 years	42%	35%
3-4 years	36%	40%
more than 4 years	15%	22%

However, this again indicates a similar sample, since a school year had accrued between surveys.

The roles of individuals within the sample showed the wide range they had in the previous sample:

	1st Questionnaire	2nd Questionnaire
teachers	14%	8%
school administrators	27%	30%
school district supervisors	3%	7%
college/university administrators	18%	19%
field-based college/university faculty	4%	8%
campus-based college/university faculty	11%	17%
teacher organization representative	9%	8%
service center representative	9%	7%
community representative	2%	1%

Data Analysis

The data was analyzed in the same way as that gathered in the first questionnaire survey. Multiple choice responses were analyzed using a computer program for distribution statistics. Written responses were studied for trends and generalizations were made accordingly.

The remainder of this report is organized by the four evaluation questions cited in the previous section. Data contributing to each question are summarized

and interpretations are made. Several cautions must be kept in mind when interpretations are made. First, an effort is made to compare and contrast fall and spring data, and to draw generalizations about changes that have taken place. Because 25% of the sample has changed from fall to spring, these changes may be attributed to either (1) the change in the sample, or (2) actual change that occurred. Although the data show the two samples to be composed and to respond similarly, it is not known for sure what caused any reported changes in behavior.

Another caution involves any attempt at mailed survey data collection. The spring survey resulted in a below average return (41%). It is not known whether the individuals who returned the questionnaire were different than those who did not. It could well be that those who were most active and informed returned it since they saw relevance, while the least active individuals did not. In order to discover whether or not this was true, a sample of eight non-respondents was randomly selected and called. They were found to represent the full range in activity within teacher centers, from one who was so actively involved that she was too busy to fill out the questionnaire; to others who felt their limited involvement made them unqualified to answer the questions. This indicates in a very limited way that those who did not respond were likely not all inactive.

EVALUATION QUESTION 1: WHAT ARE THE ON-GOING ACTIVITIES AND OPERATIONS OF TEXAS TEACHER CENTERS THAT MAY HAVE AN EFFECT ON THE SBTE PROJECT'S OBJECTIVES?

Defining Teacher Centers

It was originally the hope of the R&D Center staff that information gathered about teacher centers could focus on those 64 centers established as part of the Texas "'72 Standards." However, as described in the previous report, respondents focused on other kinds of teacher centers as well. In the present survey, respondents reported to be involved in 60 different teacher centers (see Appendix D). These "teacher centers" represent both "'72 Standard" centers (i.e., those involving multi-university and/or school district representation, service centers, teachers, organizations, etc.) and "student teaching centers" (i.e., those involving one school district and one college/university). An example of the former is the Austin Cooperative Teacher Education Center, and an example of the latter is the Pan American University-McAllen I.S.D. teacher center. Therefore, responses reported herein reflect those focused on both kinds of teacher centers. There continues to be a problem in assigning some respondents to a teacher center since the same teacher center will often be referred to by different names by different respondents. For example, several individuals focused on the University of Houston at Victoria Teacher Center and others named the Mid-Coast Teacher Education Center. These turn out to be the same.

Most respondents reported that they meet several times a year:

6%	never
27%	once or twice
43%	about once every two months
24%	once a month or more often

Teacher center boards are meeting with similar frequency:

1%	never
30%	once or twice
45%	about once every two months
24%	once a month or more often

Contacts Outside Teacher Center

> Q 11: From what other person, agency, institution, activity or conference does your teacher center receive information regarding teacher centers? (52% responding)

Fifty-two percent of the people responded to this question. Of these,

55%	listed one source
30%	listed two sources
15%	listed three sources
8%	listed four sources

A total of 117 sources were given. As in the previous questionnaire, sources listed most often were:

TEA (79 times)	universities
TSTA (7 times)	service centers
TATE (4 times)	individuals

Twelve references were made to SBTE.

Teacher Center Financing

One question that has come up often in teacher center discussion, conferences and even in responses to the previous questionnaire is the funding and budgeting arrangements made by teacher centers. The present questionnaire sought

to discover how teacher centers acquired money for their operating expenses and how they spent the funds they were allotted. Responses to questions were analyzed across all respondents and by teacher center.

Q 5: Does your teacher center have a budget? (90% responding)

56% yes 44% no

When analyzed by teacher center (58 responding to this question), it was discovered that 17 teacher centers clearly have a budget, since all individuals representing that teacher center responded "yes." Eighteen teacher centers do not have a budget, and for the remaining 23, individuals within the teacher center do not agree or do not know whether there is a budget or not.

Individuals who responded "yes" were asked how the money was spent. Of the 82 responses, 44 indicated inservice, 32 indicated teacher center administration (e.g., coordinator and secretary salaries, office supplies), and other expenses listed were for substitute teachers, handbooks, travel, equipment and training materials.

Of the 60 teacher centers represented in the sample, individuals from only 29 responded to the question of how the money was spent. Of the 29, 18 centers reported using the funds for inservice activities, and 14 reported using them for teacher center operating expenses; other expenditures included material development, equipment and travel.

Q 6: Senate Bill 8 provides $50 to school districts for expenses incurred in relation to student teaching. Who determines how this money is spent? (99% responding)

67%	school district administration
16%	teacher center board
13%	unknown
4%	other

Those who answered in the "other" category usually indicated a cooperative decision between either teacher center and school district or college and school district.

When this question was analyzed by teacher center, it was found that, of the 60 teacher centers represented, 68% indicated school district administrator, 12% indicated teacher center board, and 7% unknown. For the remaining teacher centers represented, individuals within the teacher centers disagreed on this question.

Senate Bill 8 funds appear to be the source most widely available for possible teacher center use. However, only 16% of the total respondents indicated that their teacher center had control of the total $50. In question 5, the various proportions and combinations of teacher center fundings could be analyzed.

Q 5: Describe what the funding sources are for your teacher center.

Of the 105 responses to this question, 46 indicated they had all the Senate Bill 8 funds (i.e., $50 per supervising teacher) at their disposal. Fourteen indicated that they were allotted part of the $50 (e.g., $30, $20, or $1 per teacher). Twenty-one indicated that their source was the school district, without noting school district source. Other sources included federal funds, TCIES, university, special grants through TEA, and education service centers. Several indicated there were no funds allocated for their teacher center.

When analyzed by teacher center, individuals from only 38 centers of the 60 represented could indicate where funds came from. Individuals from nearly half of the teacher centers (17) did not mention Senate Bill 8 funds. Three centers received the full $50, two received $20, two received $30, one received $1, and three received an uncertain amount of the $50. Three centers mentioned TCIES funding.

Q 7: For what are the Senate Bill 8 funds spent?

42%	inservice education of supervising teachers
26%	materials to be used in the classroom
7%	equipment
6%	materials development
11%	administration of the teacher center
9%	other

(Percentages indicate which item each respondent indicated the largest percent of funds were spent for.) "Other" responses included salaries, consultants, and travel. Still other responses included:

> Our school district has an "Instructional Materials Center" and student teachers are freely welcome to utilize all of these resources, just as classroom teachers do.
>
> After this year, a percent will be used toward development of a college-housed materials area for use of student teachers.
>
> Remain unspent -- school district administrators feel insecure as to how funds can be spent under terms of Senate Bill 8.
>
> Materials to be used in classroom are not a legal expense.

When analyzed by teacher center, it appeared that the majority of individuals within each teacher center did not know or were unsure how the money was

spent. This was the case for 32 of the 60 centers represented (53%). For those who knew, most indicated that inservice for supervising teachers required the largest percent of the funds; a few indicated that classroom materials received the largest percent.

Involvement in Training Student Teachers

> Q 16: Approximately what percent of the supervising teachers in your teacher center received inservice training designed to increase their supervisory skills in this school year? (87% responding)

Eighty-seven percent of the sample responded to this question; most others responded that they did not know. Of the 87%,

18%	none	8%	41%-60%
12%	1%-20%	11%	61%-80%
10%	21%-40%	42%	81%-100%

Similar percentages had been found from respondents to the first questionnaire.

> Q 17: Has your teacher center developed a list of competencies for supervising teachers? (88% responding)

Eighty-eight percent of the sample responded to this question:

23%	completed	51%	working on it	8%	going to start this year	18%	no plans to begin development

Similar percentages had been found from respondents to the first questionnaire.

Future Plans

Q 22: What are some of the key projected plans of your teacher center for next year?

Of the 113 responses to this question, 100 noted substantive matters that the teacher center would be dealing with (other responses indicated "not completed yet," "none as yet that I am aware of," "we've not met in a year and a half," "thanks for the gum"). Fifty-three individuals noted training or inservice for supervising teachers, and six made direct reference to involvement in the SBTE program. Other often-mentioned plans include staff development for teachers in general, development of student teacher handbooks, developing CBTE programs.

Many individuals' responses indicated that their teacher centers plan extensively, with much and diverse activity occurring. For example:

> Analysis of teacher competencies list from another Teacher Center; production of new ST handbook; outline and possible writing of junior level field experiences handbook; examination of ST evaluation programs; continued inservice programming for member districts; continuation and expansion of newsletter; possible discrimination of teacher training package in bilingual ed. (results of Center sponsored federal project); emphasis on greater teacher input into planning; buy a new file cabinet.

> A. Implement inservice education options identified by TASK FORCE -- course offering, workshops, training modules, resource center, and speakers bureau.
> B. Continue to address the top ten most significant areas of concern as identified by the combined sub-publics of 1974-1975 needs assessment.
> C. Develop goals that increase the collaborative participation of the respective Teacher Center members.

> 1) Further development of competencies for preservice and inservice teachers; 2) Research into the acquisition of specific teaching competencies and their relationship to learner achievement and attitude; 3) Development of a

> program of school based supervision which utilizes in-house supervisors -- public school administrators or master cooperating teachers who would supervise 4-6 student teachers in a specific school. They would handle major supervisory duties under the training and guidance of university advisors. They would be trained through the teacher center.

Other individuals indicated lack of activity and/or planning on the part of their teacher center:

> We have no projected plans. We may meet -- or we may not. If we do it will be to say that we have met. Attendance will be poor so...
>
> Maybe to organize and get started, but no one seems to be in charge.
>
> Absolutely none

EVALUATION QUESTION 2: WHAT IS THE EXTENT OF DISSEMINATION AND DIFFUSION OF SBTE CONCEPTS AND PRODUCTS?

EVALUATION QUESTION 3: WHAT IS THE RATE OF DISSEMINATION AND DIFFUSION OF SBTE CONCEPTS AND PRODUCTS?

Awareness and Knowledge of the SBTE Project

Q 20: Have you ever heard of SBTE? (96% responding)

50% yes	50% no
(101 individuals)	(101 individuals)

Answers to this same question asked in September 1975, indicated:

6% yes	94% no
(16 individuals)	(252 individuals)

SBTE has diffused significantly as an acronym in the intervening eight months.

If you have, what does SBTE mean? (44% responding)

There were 93 responses to this question. Of these, 74 said either "School-Based Teacher Educator" or "School-Based Teacher Education." Thus, 35% of the sample actually know what SBTE means, or at least stands for. Three individuals asked to be told what it stood for. Other responses:

> It was on your questionnaire before. Can't seem to find anyone who knows.
>
> This is a dumb-ass question, but I would expect it from U of T at Austin. [Comment from an Aggie -- really!]

> The term was essentially invented by the Houston bunch; however, Field-Based Teacher Education is an old term and as far as I am concerned means the same thing as SBTE.
>
> Not certain but it refers to supervisory skills and our next TC meeting will be devoted to it.
>
> Secondary Better Than Elementary
>
> School-based teacher educator (of course), or some body told Ethel, same brain trust educator
>
> I cannot say unless I know what the letters mean! This is now a "fad" to go by letters rather than written words. A list was made of just letter organizations involving Education in the state -- (15) was the total so far!

Figure 2 illustrates the spread of knowledge about SBTE from the first questionnaire to the second.

> If you have [heard of SBTE], where did you first hear of it? (38% responding)

There were 80 responses to this question. Thirty-four individuals responded that they had first heard of SBTE at their teacher center meetings. Four had heard of it at the Corpus Christi meeting and one from the TEPS (Austin) meeting. Nine indicated that they were actively working with SBTE (e.g., Task Force member, survey respondent). Three learned (?) of it from the last questionnaire.

> If you have [heard of SBTE], when did you first hear of SBTE? (33% responding)

There were 70 responses to this question, ranging from "1972 or 1973" through April 1976. Figure 3 shows graphically the rate with which word about SBTE has spread.

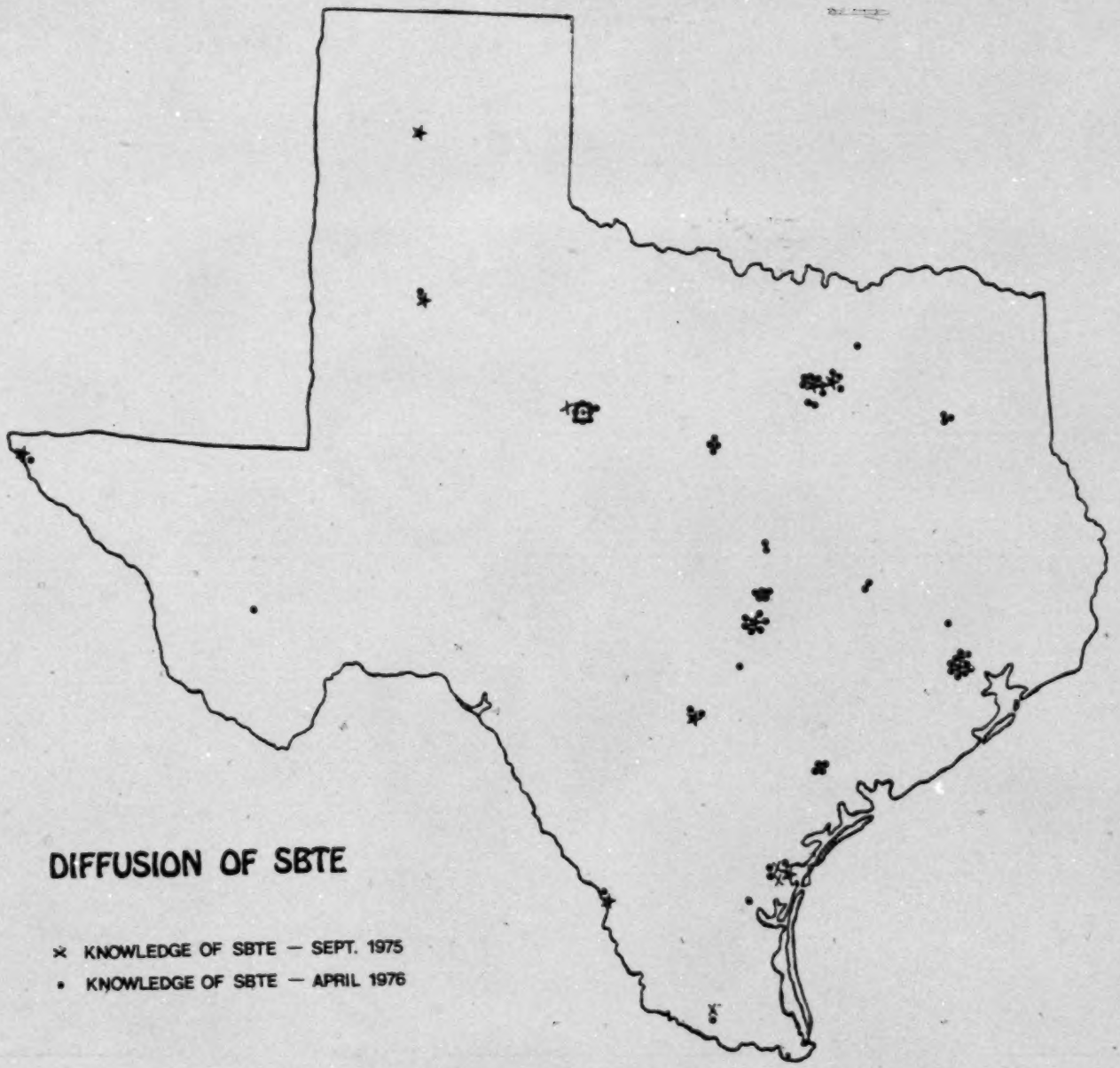
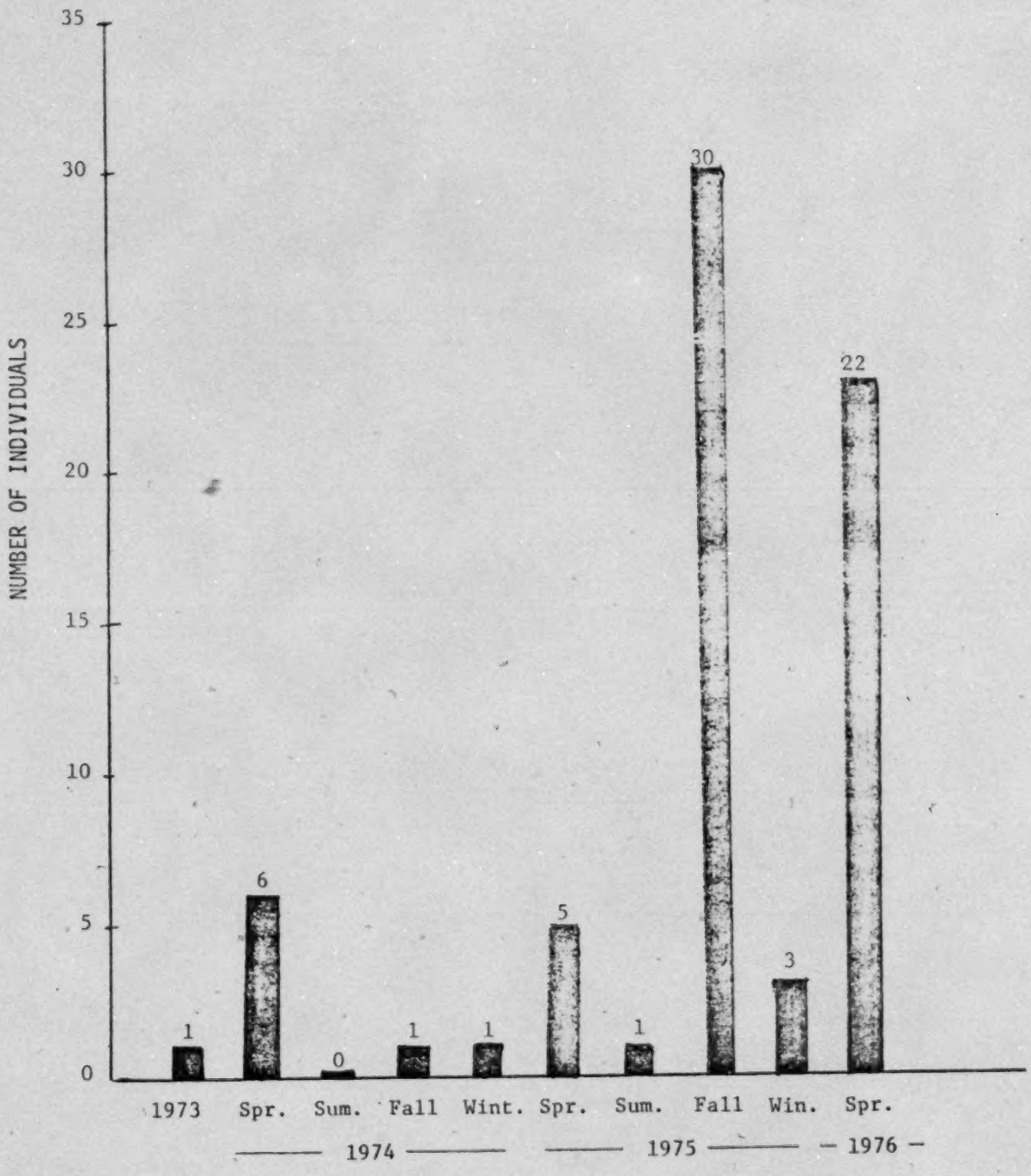

DIFFUSION OF SBTE
KNOWLEDGE OF SBTE — SEPT. 1975
KNOWLEDGE OF SBTE — APRIL 1976

FIGURE 2.



Spring -- March, April, May
Summer -- June, July, August
Fall -- September, October, November
Winter -- December, January, February

FIGURE 3. RATE OF DIFFUSION OF SBTE

Q 21: Has SBTE been discussed at any of your teacher center meetings? (75% responding)

51% yes (81 individuals) 49% no (78 individuals)

Several comments were made to this question. Three indicated it would be discussed at the April meeting and one noted it was discussed several times. Other comments:

Recent work -- being screwed is general attitude.

Yes, no one knows what it means.

When this question was analyzed by teacher center, it was found that SBTE had been discussed at 31 of the 60 teacher centers responding to the questionnaire. These teacher centers were then compared to the list of centers in the SBTE network (Houston et al., 1975); 57% of the network teacher centers had discussed SBTE.

Awareness and Knowledge of SBTE Competency List Development

Q 18: Do you know of any lists of competencies for supervising teachers that others have developed? (92% responding)

38% yes 62% no

If yes, what are the sources for these lists? (36% responding)

Fifty-seven people listed one source, 14 listed two sources, three listed three sources and one listed four sources. Of the 75 listings, 31 referred to

either SBTE by name or the University of Houston. Other sources mentioned were Florida (six times), Stephen F. Austin (four times), and Dallas I.S.D. (twice).

Respondents were asked to code their sources according to:

(a) only aware of
(b) have a copy of
(c) plan to use
(d) are using

Twenty-three source listings were coded "a;" 11 of these referred to SBTE or the U. of H. Twenty-one sources were coded with "b;" 14 of these referred to SBTE or the U. of H. Eight listings were coded "c;" seven of these referred to SBTE or U. of H. Three listings were coded "d."

In the previous questionnaire, a similar number said they knew of competency lists. The U. of H. was mentioned 15 times in the source listings.

Awareness and Knowledge of Credentialing or Recognition Systems

Q 19: Do you know of any recognition or credentialing systems for supervising teachers? (95% responding)

11% yes 89% no

When asked who, where and how, eight individuals mentioned SBTE or the U. of H. Other systems mentioned were California, Pennsylvania, Louisiana, Oregon, and universities including the University of Southern Florida, Sul Ross, Western Washington, Texas Tech and Pan American University. Another comment:

> Credentialing systems -- I hate to see this happen. Increasing the bureaucratic accumulation of power has its drawbacks. Empire building continues, I guess.

Projected Plans for Future Relating to SBTE

Q 22: What are some of the key projected plans of your teacher center for next year? (53% responding)

As noted before, of the 113 responses to this question, 53 noted training of supervising teachers (including competency development in some cases) to be projected; six made specific reference to SBTE.

EVALUATION QUESTION 4: WHAT IS THE STATE OF NETWORKING AMONG TEXAS TEACHER CENTERS, ESPECIALLY WITH RESPECT TO THE SBTE INNOVATIONS?

Knowledge of and Contact With Other Teacher Centers

> Q 8: During this school year, what other teacher centers in Texas have you personally had contact with? (60% responding)

Thirty-three percent of the sample mentioned one teacher center, 17 percent mentioned two, eight percent mentioned three, and two percent mentioned four.

Fifty-eight different teacher centers were noted. Fifty-one of these were listed by one to three individuals. Twenty individuals listed the U. of H. teacher center. Twelve listed the Dallas teacher center. Other centers had no more than six listings each.

This question was responded to by a larger percent of the sample for the present questionnaire (60%) than had responded on the last questionnaire (38%). That represents approximately 127 individuals for this questionnaire and 112 for the previous questionnaire. There is a numerical decrease in the contacts with the U. of H. teacher center over time (31 then, 20 now).

Figure 4 illustrates teacher center lines of communication, one line for each contact mentioned on a questionnaire. Houston and Dallas remain the foci of communication, as was the case in the September survey. However, Lubbock and Alpine have increased in communication and El Paso, San Marcos, and Edinburg have decreased since the last survey. Texarkana is a new communication point.

> Q 9: During this year, what has been the general nature and frequency of your contacts with other teacher centers? (51%-71% responding)

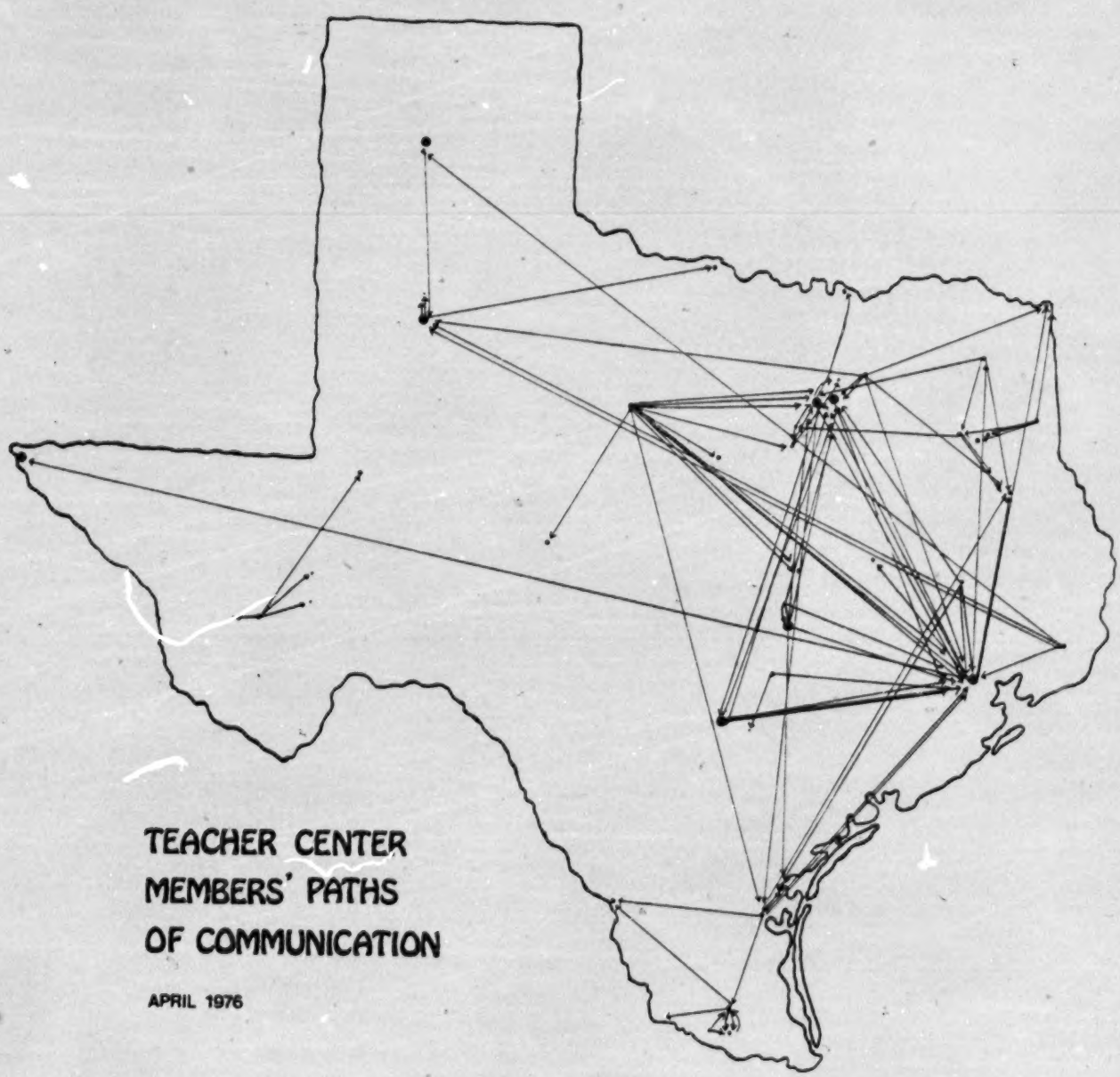


FIGURE 4.

As in the previous questionnaire, the majority of respondents never have personal contact with other teacher centers (if lack of response to this question is taken to indicate no contact). Among those who do, contact is made primarily once or twice a year and almost always at a professional conference or face-to-face (which are probably one and the same). This indicates an overall small amount of communication between teacher centers.

Q 10: For how many teacher centers in Texas do you have at least a limited knowledge of their activities? (97% responding)

		# of people			# of people
.5%	all of them (55-64)	1	2%	many (11-15)	5
1%	all but a few (45-54)	2	11%	several (6-10)	23
.5%	more than half (35-44)	1	26%	only a few (3-5)	74
2%	about half (25-34)	4	20%	a couple (1-2)	41
3%	less than half (16-24)	6	23%	none other than my own	48

As indicated in the previous questionnaire, very few (9% or 19 people) know about more than ten other teacher centers. The largest number know of a few (3-5 centers) and a significant number (23%) know of none other than their own.

Q 11: From what other person, agency, institution, activity or conference does your teacher center receive information regarding teacher centers? (52% responding)

As discussed under Evaluation Question #1, of the 52% of the sample who responded to this question, 55% listed only one source of information. Of the

117 total responses, 79 were TEA. Others were various universities, service centers and professional organizations. SBTE was indicated 12 times. As noted in the previous survey, there appears to be an overall low degree of outside communication. However, there is beginning to be some communication via the SBTE project.

Q 12: Does your teacher center collaborate with any other teacher centers? (76% responding)

34% yes	66% no
(55 individuals)	(105 individuals)

When asked to list these collaborating teacher centers, 27 different ones were listed. No teacher center was listed more than four times. There were two references specifically to the SBTE project.

Comments:

No -- we would like to have a state center to work with all of us to coordinate activities.

Yes -- the collaboration referred to is the attempt to build a teacher center network through the SBTE project.

Q 15: Which of the following conferences on teacher centers did you attend? (94% responding)

	# of people	
8%	15	Teacher Center Meeting -- Houston, El Paso, September 1975
11%	22	TEPS session on Teacher Centers, Austin, December 5, 1975
5%	10	TSTA School Meeting, Fort Worth, March 12-13, 1976
27%	53	One of 16 TEA Regional Conferences (during March-April 1976)
43%	85	Did not attend any
6%	12	Other (please specify)

These responses indicate that about half of the sample (adding non-respondents) did not attend any of the conferences involving teacher centers in the past year. Among those who did, most heavily attended were the 16 TEA Regional Conferences. Specified "others" included 11 who attended the SBTE Corpus Christi Conference, and a few who attended TATE, TASCD and TACTE conferences. This data indicates the relatively large turnout due to close proximity of a conference (i.e., TEA regionals).

Knowledge of and Attitude Toward Teacher Center Networking

Q 13: Do you know of any networks of teacher centers either in Texas or nationally? (90% responding)

14% yes 86% no

When asked to describe any networks they knew of, 28 individuals responded. Thirteen listed the SBTE project/U. of H. teacher center. Some, however, were somewhat uncertain of its networking characteristic (e.g., "No -- although the SBTE project seems to be moving in that direction"). There was also some confusion about the term itself ("Not sure what you mean by network").

Q 14: Would you favor an active network of Texas teacher centers?

		yes	no
(60% responding)	formal network	56%	44%
(64% responding)	informal network	90%	10%

Responses indicate that there is interest in networking, with most favoring an informal network: However, there is some skepticism abroad:

Need to know more about network before answering.

Yes. Absolutely! However if the university does not want others meddling in their affairs, no teacher center.

SUMMARY

Evaluation Question 1: What are the on-going activities and operations of Texas teacher centers that may have an effect on the SBTE project's objectives?

As expected, and as seen in the Fall 1975 survey data, there is much sophisticated and energetic activity in some teacher centers and little, if any, in others. Those active centers have detailed, ambitious plans, many of which include improved training of supervising teachers within or outside of the SBTE context.

A large number of individuals within teacher centers see TEA as a key source of information. This may be due in part to the well attended regional conferences held by TEA this year.

Teacher center financing is an area about which there is much confusion, indecisiveness, and lack of knowledge. Most individuals do not know how or if their center is funded and how the money is spent. In less than one third of the centers represented did individuals know with any certainty the source of funding and how the funds were used. In a few cases, there were incorrect interpretations of legal uses and restrictions on Senate Bill 8 funds.

Evaluation Questions 2 and 3: What are the extent and rate of dissemination and diffusion of SBTE concepts and products?

SBTE is being diffused successfully around Texas. In eight months, the acronym SBTE has reached at least the awareness level in 50% of the respondents, as opposed to 6% in September 1975. Thirty-five percent of the respondents were able to provide the correct name to go with the initials, as opposed to four individuals in the previous survey.

Most respondents first heard of SBTE at their teacher center meetings. Apparently the word is being brought back, if not completely, then at least significantly.

Approximately one-third of the respondents are aware of the SBTE competency list. Ten percent indicate that they actually have a copy in hand. Not only is the SBTE acronym becoming known, but also the actual innovation of the competency list.

Evaluation Question 4: What is the state of networking among Texas teacher centers, especially with respect to the SBTE innovations?

Over half of the respondents had contacts with at least one other teacher center during the year. It appears that during this year more people had contact with other teacher centers, and that more teacher centers were contacted, than was reported last September. On the other hand, however, it appears that half of the respondents did not have any contact with other teacher centers. Of those that did, contact was limited to once or twice a year and was usually face-to-face or at a conference, which are probably one and the same.

Even limited knowledge of other teacher centers is not wide-spread, with only 9% of the respondents knowing about more than ten other teacher centers and one-fifth knowing of no others. Overall, there appears to be very limited communication along teacher center lines; however, there appear to be some early indications that the SBTE project is catalyzing more communication.

The most highly attended meetings across teacher centers were the TEA regional conferences which one-fourth of the respondents attended. It appears that the combination of proximity and TEA worked well. However, 43% of the respondents did not attend <u>any</u> teacher center-related meeting this last year, and there were a lot of meetings.

Only 14% of the respondents were aware of any networking activity. Of these, a few were aware of the SBTE project, but not all were clear on its network building role.

DISCUSSION

Keeping in mind the cautions outlined at the beginning of this report and the short period of eight months between the two surveys, it appears that a lot has been accomplished. Our tracer, the acronym of SBTE, has spread; there is more knowledge of the activities of the SBTE project, and most importantly, there is a continued press for collaborative work through teacher centers and an apparent increase in activity. Many teacher centers already have developed plans for next year. Many teacher centers have some access to Senate Bill 8 or other funding. There have been many opportunities for face-to-face meetings organized by professional associations (e.g., TSTA and TATE), TEA, and the SBTE project. Unfortunately, it appears that at least half of the target audience is not getting to any of these meetings.

At this point, the broad based collaborative strategy of development and dissemination is working. The most effective communication channel seems to be working with opinion leaders in each teacher center who do report back to the members of their centers.

Based on information about the TEA regional conferences, it appears that regional drive-in meetings draw more persons than do the state-wide meetings. For dissemination and involvement at the grass-roots level, perhaps something else needs to be done here?

The climate continues to be positive and proactive with some suggestions of "we," "I am involved" in the SBTE project, versus "it is the Houston bunch." Is there any way in the next year, perhaps with the network that is being created, to form a collaboration that is supported by the SBTE project but that is accountable to itself and aimed solely toward more networking on a state-wide basis?

In conclusion, the SBTE project has unquestionably been diffusing. The climate continues to be proactive. The strategies have worked so far; however, serious consideration needs to be given to the overall game plan for the next year, since adjustments may need to be made, not because anything is wrong, but because the scene has developed so successfully.

APPENDIX A

BASIC EVALUATION QUESTIONS FOR SEPTEMBER 1975 BASELINE STUDY

Appendix A

Basic Evaluation Questions for September 1975 Baseline Study

Data Source	
Questionnaire and TEA records	1. What configurations of Teacher Centers are there? The unique ways that each Texas Teacher Center is organized and functions will affect the ease and rate of diffusion of innovations. Sufficient information about the characteristics of each Teacher Center must be collected so that various configurations can be identified, defined, and used as a basis for classifying the various Teacher Centers.
Questionnaire	2. What activity is underway in the Teacher Centers that is related to the "innovations" prior to their formal introduction? Teacher Centers around Texas may currently be involved with conceptualizing and developing school-based teacher educator resources. In order to have a baseline, the extent of knowledge and any development must be determined prior to formal introduction of the innovations.
Questionnaire	3. What knowledge of and "hands on" materials of the "innovations" do the Teacher Centers have? When and the extent to which each Teacher Center is aware of SBTE and acquires information and resources about SBTE is a key criterion area. Monitoring changes in their knowledge and available resources as they relate to the U.H. innovations is the basis for determining the effectiveness of the dissemination effort.
	4. What does the TC "Network" look like in September 1975? What is the extent, strength and quality of communication between members

Questionnaire

of TC's and TC's as a whole? Which centers are perceived as most active, and which have most contact with each other? The goal is to chart the paths along which innovations may be diffused in the Texas Teacher Center network, and to identify some of the characteristics that may influence the rapidity, and with what depth innovations would be shared.

APPENDIX B

PROJECT GOALS, ACTIVITIES, EVALUATION AND RESEARCH

Goals & Objectives of the Project	Development Activities		Evaluation		Research Spinoffs	
	Proposed	Heuristic	Questions	Activities	Anticipated	Unanticipated
1. To improve teacher education in Texas by developing a set of competency specifications for the role of school-based teacher educators & developing a prototype set of training materials for this role.	Organize statewide task forces. Survey SBTE competencies. Write monographs on SBTE concept & clinical practice. Write & pilot test selected modules. Distribution of reports, monographs, modules & materials to Teacher Center Network.	Establish statewide Advisory Board. Meeting of Advisory Board & Teacher Center representatives in October 1975 at time of TSTA/TEPS Conference. State Conference of Teacher Center SBTE Network.	Initial assessment questions: 1) What configurations of Teacher Centers are there? 2) What activity is underway in the Teacher Centers that is related to the innovations prior to their formal introduction? 3) What knowledge of & "hands-on" materials of the innovations do the Teacher Centers have? 4) What does the Texas Teacher Center "network" look like in September 1975?	Initial process consultation. Feedback & consultation on the state of knowledge about SBTE of the Teacher Center "network" (mailed questionnaire).	Case study of diffusion of an innovation concurrent with a planned dissemination effort.	
2. To develop a cooperative network among the 68 Texas Teacher Centers for developing, training & recognizing the competence of school-based teacher educators.	Organize Teacher Center Network. State Conference of Teacher Center Network.					
Survey the interest & concerns of Texas						

Goals & Objectives of the Project	Development Activities		Evaluation Questions & Activities		Research Spinoffs	
	Proposed	Heuristic	Questions	Activities	Anticipated	Unanticipated
Teacher Centers regarding school-based teacher educators' competency demonstration. Organize Teacher Center Network for interaction with project activities. Involve selected Teacher Centers in prototype & field tests of SBTE training system.			Ongoing evaluation questions: 1) What is the extent of dissemination & diffusion of the SBTE concepts & products by: April 1976, April 1977? 2) What is the rate of dissemination & diffusion of the SBTE concepts & products? 3) What research & evaluation data, concepts of the change process, resources & experiences do UTR&D staff have that are useful to the SBTE Project? Summative evaluation questions:	Indication of impact of project at midpoint (mailed questionnaire). Site visit during pilot testing of materials to provide feedback to developers. Final estimate of project impact (mailed questionnaire).		

Goals & Objectives of the Project	Development Activities		Evaluation Questions & Activities		Research Spinoffs	
	Proposed	Heuristic	Questions	Activities	Anticipated	Unanticipated
			Summative evaluation questions: Have proposed project activities been accomplished?			

APPENDIX C

COVER LETTER AND TEACHER CENTER QUESTIONNAIRE

The Research and Development Center for Teacher Education
University of Texas Austin 78712

April 16, 1976

Dear Educator:

As this school year comes to a close we would again like to have your assistance with our study of teacher centers in Texas. Last fall we asked for your input in our attempt to learn about the kinds of activities and organizational differences in Texas teacher centers. Following analysis of your responses, we presented a brief report at the November TSTA/TEPS meeting and also sent a report to all of you who participated in the study.

At this time we would like to learn about the kinds of activities that you and your teacher center have been involved in this year. We also want to learn more about some of the administrative and financial characteristics of your teacher center to the extent that you are familiar with them. Several of the questions in this questionnaire are the result of feedback from the respondents last fall. Several of the questions are the same as last fall since for some of you there may have been changes during this year.

There is a growing interest in teacher centering, and we very much need your help by completing this questionnaire. We need responses from all constituencies, those that have not been active in their teacher center as well as those who have. If all do not respond, then we end up with a distorted picture of what teacher centering in Texas is like.

Thank you for your help. We will be sharing our findings with you. If you have any questions, please write or give us a call at 512/471-3844.

Sincerely yours,

Gene E Hall

Susan F Loucks

Gene E. Hall
Project Director
Procedures for Adopting
Educational Innovations Project

Susan F. Loucks
Project Associate

GEH:nv

P. S. As sort of an experiment last fall we randomly divided our mailing list in half and to half of you we included a piece of sugarless gum to chew while completing the questionnaire. In analyzing the number of returns and the rate of return, we found some interesting results. There was a statistically significant difference in terms of how fast the questionnaires were returned with the "gum chewers" sending their questionnaires back faster. However, the overall number of questionnaires returned was not different. The only irregularity in the experiment was one person who enclosed a piece of candy with his completed questionnaire. Our conclusion, everyone gets gum this spring.

SPRING 1976 TEACHER CENTER QUESTIONNAIRE

1. To begin with, please name the Teacher Center(s) that you are involved with:

(1)_____ (3)_____

(2)_____ (4)_____

If you belong to more than one, please choose one that you will focus on in your responses to the remaining items. Name the one you have chosen:

_____

2. How long have you been working with your Teacher Center?

____less than a year ____1-2 years ____3-4 years ____more than 4 years

3. What institution or organization do you represent and what is your role within that institution or organization?

____school district
- ____teacher
- ____counselor
- ____administrator
- ____supervisor

____college/university
- ____administrator
- ____faculty (primarily field-based)
- ____faculty (primarily campus-based)

____professional organization
- ____teacher
- ____counselor
- ____administrator
- ____supervisor

____regional service center representative

____community representative

____other (please specify):

_____

4. How often have you been in Teacher Center meetings during the 1975-76 year?

____never ____once or twice ____about once every two months ____once a month or more often

How often did your Teacher Center Board meet during this year?

____never ____once or twice ____about once every two months ____once a month or more often

5. Does your Teacher Center have a budget?

____yes ____no

If so, describe what the funding sources are for your Teacher Center.

How is the money spent?

6. Senate Bill 8 provides $50 to school districts for expenses incurred in relation to student teaching. Who determines how this money is spent?

____school district administration

____Teacher Center board

____unknown to you

____other (please specify)_____

7. For what are the Senate Bill 8 funds spent? (Indicate the approximate percentage that is used for each of the following.)

_____% inservice education of supervising teachers

_____% materials to be used in the classroom

_____% equipment

_____% materials development

_____% administration of the Teacher Center

_____% other (please specify)_____

8. During this school year, what other Teacher Centers in Texas have you personally had contact with?

(1)_____ (3)_____

(2)_____ (4)_____

9. During this year, what has been the general nature and frequency of your contacts with other Teacher Centers?

	never	once or twice in the last year	about once every two months	once a month or more often
individual face to face	____	____	____	____
phone	____	____	____	____
letter	____	____	____	____
newsletter	____	____	____	____
professional conference	____	____	____	____

other (please specify)

10. For how many Teacher Centers in Texas do you have at least a limited knowledge of their activities?

____all of them (55-64)
____all but a few (45-54)
____more than half (35-44)
____about half (25-34)
____less than half (16-24)
____many (11-15)
____several (6-10)
____only a few (3-5)
____a couple (1-2)
____none other than my own

11. From what other person, agency, institution, activity or conference does your Teacher Center receive information regarding Teacher Centers?

(1)_____ (3)_____

(2)_____ (4)_____

12. Does your Teacher Center collaborate with any other Teacher Center?

____yes ____no

If yes, which one(s):

_____

_____

_____

_____

13. Do you know of any networks of Teacher Centers either in Texas or nationally?

____yes ____no

If yes, what are they?

14. Would you favor an active network of Texas Teacher Centers?

	yes	no
formal network	____	____
informal network	____	____

15. Which of the following conferences on Teacher Centers did you attend?

____Teacher Center Meeting -- Houston, El Paso, September, 1975.

____TEPS session on Teacher Centers, Austin, December 5, 1975.

____TSTA School Meeting, Fort Worth, March 12-13, 1976.

____One of 16 TEA Regional Conferences (during March - April, 1976).

____Did not attend any

____other (please specify)

16. Approximately what percent of the supervising teachers in your Teacher Center received inservice training designed to increase their supervisory skills in this school year?

____none
____1% - 20%
____21% - 40%
____41% - 60%
____61% - 80%
____81% - 100%

17. Has your Teacher Center developed a list of competencies for supervising teachers?

____completed ____working on it ____going to start this year ____no plans to begin development

18. Do you know of any lists of competencies for supervising teachers that others have developed?

____yes ____no

If yes, what are the sources for these lists?

(1)_____ ____

(2)_____ ____

(3)_____ ____

(4)_____ ____

Beside each source, write (a), (b), (c), or (d) in the space above.

(a) only aware of

(b) have a copy of

(c) plan to use

(d) are using

19. Do you know of any recognition or credentialing systems for supervising teachers?

____yes ____no

If yes, who, where, how?

20. Have you ever heard of SBTE?

____yes ____no

If you have, what does SBTE mean?

If you have, where did you first hear of SBTE?

When was this?

21. Has SBTE been discussed at any of your Teacher Center meetings?

____yes ____no

22. What are some of the key projected plans of your Teacher Center for next year?

Again, thank you for your help. We will send you a summary of our findings.

Gene Hall — Research & Development Center for Teacher Education
Susan Loucks
Archie George — The University of Texas at Austin

APPENDIX D

NUMBER OF RESPONDENTS FROM EACH TEACHER CENTER

Appendix D

Number of Respondents From Each Teacher Center

Teacher Center	Number of Respondents
Angelo State University Cooperative Teacher Education Center	7
Austin College	1
Baylor University	1
East Texas State University	1
Houston Baptist University	3
Jarvis Christian College	1
Lamar University	7
Mid-Western University Cooperative Teacher Education Center	10
North Texas State University	2
Pan American University	2
Sam Houston State University	6
Southwest Texas State University Teacher Training Center	4
Williamson County Cooperative Teacher Education Center	9
Stephen F. Austin University	2
Sul Ross State University	2
Tarleton State University	7
Texas A & I, Kingsville	3
Texas A & I, Corpus Christi	6
Texas A & I, Laredo	1
Texas A & M	2
Texas Tech University Teacher Center	1

Teacher Center	Number of Respondents
University of Texas, Arlington	1
University of Texas, El Paso	1
University of Dallas Teacher Education Center	2
University of Houston	5
University of St. Thomas	2
West Texas State University	2
University of Houston, Clear Lake City	15
Fort Worth Teacher Center	7
Cleburne Area Cooperative Education Training Center	4
Brazos Valley Cooperative Teacher Education Center	4
Abilene Teacher Center	12
Harrison County Local Teacher Education Cooperative	6
Northeast Texas Suburban Teacher Education Center	3
Dallas Teacher Education Center	3
South Plains Teacher Education Center	9
Austin Cooperative Teacher Education Center	7
San Antonio Teacher Education Advisory Center	5
Mid-Coast Teacher Education Center	5
Texas Eastern University	6
Pan American University - Edinburg ISD	2
North Texas Suburban Teacher Education Center	1
Mid-Cities Teacher Education Council, Arlington	2
Texoma Teacher Center	1
Alice ISD	1
El Paso Teacher Center	1

Teacher Center	Number of Respondents
Laredo Teacher Center	2
Pan American University - Pharr-San Juan-Alamo ISD	5
Pan American Univeristy - McAllen ISD	2
Waco Teacher Center	2
Conroe ISD	1
West Texas Teacher Education Center	2
Stephen F. Austin University, Kilgore	1
Region X	2
Southwest Texas (El Paso)	2
Area IV Teacher Center	1
Plano ISD	1

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